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ABSTRACT

An induction guide to help the extension agent get acquainted with his role and suggestions for completing learning experiences that are included in the guide comprise this two-part publication. The training guide learning experiences, a total of 25, are made up of: Objectives of the New Worker; When Completed; Learning Experiences; Person(s) Responsible; and References. The supplement to the guide contains: Suggestions for Attaining Objectives 1 and 2 in the Training Guide; Suggestions for Making a Survey of Parish Leaders in an Effort to Attain Objective 3; Dale's "Cone of Experience"; and Fog Index Readability Appraisal. (DB)

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Getting Acquainted

An Induction Training Guide for First-Year Extension Agents

AE010447

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With helpful suggestions from:

The L.S.U. Cooperative Extension Service -- Administrative Staff
District Program Specialists
Training Specialists

Louisiana Cooperative Extension Service
Louisiana State University and A&M College, U.S. Department of Agriculture
and Louisiana Parishes Cooperating

TO: NEW EXTENSION WORKERS

Welcome to the staff of the Louisiana State University Cooperative Extension Service. We hope your employment with our organization will become your choice of a career.

As an Extension Agent, you are joining an educational agency that has made outstanding contributions to an adequate production of food and fiber, to maintenance of the family as a strong unit of our society and to the development of the necessary leadership for continued progress of the nation since 1914. Extension workers help people interpret and apply the results of research in agriculture, home economics and related subjects. This is done by involving them in various learning experiences either individually or in groups.

In the dynamic and rapidly changing world in which we live, the challenge to help people adjust to their problems is tremendous. Your contributions in this respect can be most significant when added to the efforts of all other members of our organization.

It is my wish that your work with the Cooperative Extension Service will bring great personal satisfaction to you.

Very truly yours,

John A. Cox, Director

TO: NEW EXTENSION WORKERS

The Cooperative Extension Service supports and provides a continuous series of training opportunities to help personnel set standards for professional competence and also provides the guidance necessary to reach these standards. This induction guide is one of the units which has been planned to help you get acquainted with your role as an Extension agent.

The responsibility for professional development of personnel is one which the district supervisor must bear. You will note, however, as you begin to carry out the assignments in this guide, that other individuals have been delegated to supervise specific learning experiences. The parish chairman is authorized and directed to supervise all learning experiences at the local level. He will in many cases delegate other members of the Extension staff to supervise specific experiences. Please give these persons your full cooperation in carrying out these assignments. At the same time, this does not preclude any conferences with the district supervisor on matters concerning your professional development.

After having taken a look at your progress in carrying out the various assignments suggested in the guide, talk with all persons involved about what they can do to help you gain maximum satisfaction in learning your Extension job. This discussion will be quite beneficial in calling attention to areas which you need to give further attention.

As opportunities allow, your district supervisor will make provisions for you to attend summer schools, workshops and other training events all intended to improve your professional competence. This induction training is only the first step.

Sincerely,

_____

District Agent

Introduction

With your appointment, the Cooperative Extension Service puts into your hands its purposes, a portion of its clientele, and its local reputation, hopefully for the next 30 years. This is how long they hope you will fill your position. They are confident that you have what it takes to make a success of the job, or they wouldn't have chosen you. They believe that with adaptability to new situations, an open mind, and the courage to undertake the struggle toward the solution of problems of local people, you can find a leadership role that will give you and the Service just cause to feel real satisfaction.

The more you are willing to utilize what you know, the more successful you likely will be. Here is a plan for self-directed study which should help you draw on what you know. It consists of 25 major objectives and numerous learning experiences.

As soon as you have reported for work in the parish office, met with the other Extension staff members, located a residence, and found the way to your desk, start out to pursue this study plan. You will note that the plan includes the objectives you should attain, the learning experiences which seem to be appropriate for attaining the objectives and the references that can be helpful to you. Just prior to the time that you begin to carry out the plan, the parish chairman will designate a member of the Extension staff (either local or state level) to be responsible for assisting you with each of the specific learning experiences. This will be

your first source of guidance in carrying out each of the learning experiences suggested. In addition, helpful suggestions for completing certain learning experiences are included in the supplement to this guide. You should refer to this supplement and use it where indicated.

Be your own initiator and carry out the learning experiences at your own pace, in keeping with your local situation. Once a week ask for, and carry out, a conference with your parish chairman, other experienced agents on the local staff, your district agent or program specialist or one or more visiting Extension subject-matter specialists, and discuss with them what you have found out that week. See if the conclusions you have reached seem sound to them. Ask for their points of view on what observations you have made. By talking things over, you can tap a resevoir of Extension experience you do not yet possess.

When you feel that you have successfully completed a specific learning experience, check-off the item in the column provided. This will show a record of your progress which will be useful to you and to all persons supervising your training program.

Objectives of the New Worker*	Com-plete	Learning Experiences	Person(s) Responsible	References
1. To gain a general impression of the social organization of the parish and opinions of leaders on problems and values of the people.*		1. Make a planned series of visits to people of all socio-economic groups in the parish to understand their way of life and their knowledge and attitude toward Extension.		1. Parish Highway Dept. Map. 2. Jones, H. J., Interviewer's Manual for Extension Workers.
2. To be able to break total audience into groups characterized by similar social, economic, educational occupational situations.*		1. Make an inventory of selected characteristics of the parish residents and their situations.		1. U.S. Census Reports. 2. Bertrand, A.L., Louisiana's Human Resources. Parts I, II, & III: La. Experiment Station Bulletins.
3. To develop understanding and skill in working with educational leadership in the parish.				

* Note well: Suggestions for accomplishing objectives 1 and 2 are given on page 1 to 13 of the supplement to this guide.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
a. To be able to identify and recognize by sight, the people involved in leadership roles in the county Extension organization --namely, members of the (1) Parish Advisory Committee, (2) Advisory sub-committees, (3) Home Demonstration Councils, and individuals who play a key role in 4-H (leaders and donors).		1. Make personal contacts in a planned approach to meet and get to know these people. 2. Review mailing lists of leaders in all of the various categories suggested under objectives. 3. Using a map of the parish, locate leaders' homes on map, identifying categories of leaders by number or letter.		1. 4-H Leaders Handbook, La. Cooperative Extension Service. 2. Develop Leaders in 4-H--Several Kinds, FES, PA460, USDA, 1961. 3. Select the 4-H Leader for the Job, FES, PA511, USDA, 1962. 4. Sanders, H.C. (ed.), The Cooperative Extension Service, pp 315--329.
b. To be able to identify the specific responsibilities for each category of leaders.		1. Analyze written materials on adult and Jr. leadership duties and responsibilities.		1. "Roles and Responsibilities of Leaders," La. Adult Leader Training Unit #6, multilithed.
c. To be able to recognize the need for any possibility of improvement in the leadership development program.		1. Discuss with experienced agents what has been done and how satisfied they are with leadership development as it has evolved in the parish to date. Get their ideas of what type of information they would like to get from leaders not known to agents. 2. Attend leader training meetings and councils.		1. Report of National Seminar on Expanding 4-H Opportunities to Rural Disadvantaged and Urban Youth, FES, USDA, 1966.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
d. To be able to identify by sight the people involved in parish leadership roles outside the Coop. Ext. Service.		1. Make a conscious effort in appropriate times and places to get to know key persons in other organizations such as Police Jury, School Board, Civic Clubs, and other Agricultural Agencies.		
e. To be able to utilize sound survey techniques to obtain information from leaders.		1. Survey a small random sample of adult leaders to get information on the extent of their satisfaction with their leadership roles. Summarize information, discuss with parish staff and write report.*		1. Sabrosky, Laurel K., Six Keys to Evaluation, FES, USDA. 2. Jones, J. H., Interviewer's Manual for Extension Workers. 3. Map of Parish identifying residences of leaders. 4. Sanders, H. C. (ed.), The Cooperative Extension Service, pp 339--350.
4. To be able to make a plan for teaching some new phase of Extension programs utilizing sound criteria for choice of method and technique to fit objective.		1. Review the situational statement in the parish program and select one problem on which program has been developed to date. 2. Formulate the objectives, methods, and techniques for that one phase as they might be set up in the parish Plan of Work.		1. Sanders, H. C. (ed.), The Cooperative Extension Service, pp 94--232 and 352--359. 2. Methods and Tools to Increase Interest, Participation, Teaching Effectiveness. Cornell Ext. Bulletin, 907.

*Note Well: Suggestions for completing this experience are given on pages 14--17 of the supplement to the guide.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
4. (cont'd.)		3. In light of the "Cone of Experience," check your plan to see how adequate the plan is in terms of the audience, the situational statement and the nature of the objective.* 4. Attend a meeting conducted by a specialist and discuss with the specialist the planning and preparation done for the meeting and how the meeting might be modified for some special groups such as the low-income family. 5. Plan a Method Demonstration; conduct a Result Demonstration; review technique of making a farm or home visit.		
5. To be able to operate audio-visual equipment which is available for your use.		1. Ask for a demonstration or each piece of equipment you do not know how to operate.		
6. To be able to design and evaluate visual aids according to effectiveness for learning.		1. Practice designing flannel graphs, posters and charts; with aid of leaders, evaluate them as teaching aids.		

* Note Well: The "Cone of Experience" can be found on page 18 of the supplement to this guide.

Objectives of the New Workers	Com-plete	Learning Experiences	Person(s) Responsible	References
7. To be able to conduct a meeting designed for a specific audience.		1. Conduct a meeting in which you will give a method demonstration and lead discussion. 2. Analyze procedure with experienced staff.		1. Sanders, H.C., (ed.), The Cooperative Extension Service. pp 137--142 and 331--338.
8. To be able to set up an acceptable mass media communications plan.		1. Arrange a conference with the editor of a local paper; find out the kinds of articles they are interested in receiving, how material should be prepared, deadlines, etc. Discuss with him a series of articles for the specific audience chosen in objective #7. 2. Arrange the same kind of conference with a radio station and a T.V. station, if there is one in the parish.		
9. To be able to write and speak effectively.		1. Write an article for the newspaper, send it to the Extension editor at L.S.U. for his suggestions on how it might be improved. Then submit it to the papers. 2. Write a radio and/or T.V. script, send it to the Extension editorial staff at LSU for their suggestions; then arrange to give the broadcast in the parish.		1. Writing Words That Work, FES, PA466, USDA, 1961. 2. Recipe for Writing the Ag. News Story, LSU Extension Publication 1100. 3. When You Write a Newspaper Column, LSU Extension Publication 1178.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
9. (cont'd.)		3. Write a series of circular letters to go to the audience chosen in objective #7. Analyze them with the help of the parish chairman using the Fog Index.*		1. Circular Letters, LSU Extension Publication # 1065.
10. To be able to guide others in improving performance and their teaching skills.		1. Observe a leader training meeting conducted by experienced agent or specialist; note how leaders are helped to prepare themselves to teach others. 2. Work with a 4-H demonstration team to guide them in developing teaching skills. 3. Familiarize yourself with regulations regarding team demonstrations and contests. 4. Help plan and prepare tests and activities for Achievement Day. 5. Help plan and prepare contestants for fairs and livestock shows, 4-H Camp, 4-H Short Course and other important activities and events		1. 4-H Club regulations for contests and suggestions for Achievement Day.
11. To become acquainted with the Louisiana Extension organization and its relationships to the State University and the Federal Extension Service.		1. Read Chapter 3 of Sander's book and prepare a series of visuals by which to teach a simplified version of this information to leaders.		1. Copy - Smith Lever Act. 2. Sanders, H. C. (ed.), The Cooperative Extension Service, pp 25-46.

* Note Well: Copy of Fog Index with instructions for use is found on page 19 of the supplement to this guide.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
11. (cont'd.)		2. Review Director's Policy letters.		3. La Extension Organization Chart. 4. Handbook of Policy Letters. 5. Memorandum of Understanding.
12. To be able to identify job responsibilities you will carry and those of co-workers. Identify areas of program cooperation.		1. Read job description (including that of secretary; Parish Program; Parish Plan of Work and previous year's Annual Report. 2. Identify programs on which co-workers combine their efforts (who works with whom on what). 3. Discuss with parish staff how your work will fit into the total program		1. Documents cited.
13. To understand and follow parish office procedures and policies.		1. Discuss with the Parish Chairman and secretary those office management procedures and practices which contribute to efficient operations. a) Handling correspondence and office calls, secretarial assistance, franking privileges, forms for ordering materials and supplies, mailing lists.		1. Forms and records cited.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
13. (cont'd.)		b) Expense accounts, LEMIS Reports, bulletin supply, equipment, travel requests. c) Record keeping procedures: weekly, monthly, semi-annually, annually and special. d) Questions that parish people ask about in telephone calls and how secretary handles them. e) Distribution of literature. f) Correspondence with, and requests to, state office staff; requests for leave. g) Filing system; staff conferences. h) Time schedule for field and office hours; policies on attending meetings of county groups; holidays.		
14. To be able to explain educational experiences and materials available to leaders and other clientele of various ages and interests. a) To be able to identify what constitutes a 4-H project and a 4-H activity. b) To be able to identify available 4-H projects according to age levels for which appropriate.		1. Read state and parish material on projects, project outlines, bulletins, guides, enterprise practices. 2. List questions that come to your mind about teaching materials and discuss them with appropriate parish and state staff. 3. Discuss with Parish Chairman what you do when you have requests for information that you cannot answer.		1. Materials prepared by Experiment Station and Extension Specialists.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
15. To be able to draw upon files to serve a teaching purpose.		1. Assume you are to present a training meeting for new 4-H leaders. Purpose: to help them develop an understanding of the leader's role in the local, parish and state 4-H organization and the resources available to the leader. List the publications and materials in your office files that you might use for your own background information and as meeting handouts. Check your list with Parish Chairman.		1. Appropriate State materials.
16. To understand and make use of contributions of an Extension Subject Matter Specialist in the development of your Parish Program.		1. Ask for a personal conference with the Subject-matter Specialists when they are working in your parish. a) List questions you will raise with them. b) Review materials provided by the Specialists. c) Discuss any ideas you have for conducting work in their lines during the coming year and how Specialists can be of help to you.		1. Materials related to Specialist's field.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
17. To understand and make use of contributions of District Program Specialist in evaluating your work.		1. Ask for a personal conference with the District Program Specialists when they are working in the parish. a) List questions about program evaluation that you will raise with them. b) Get ideas from them on using simple check sheets and other techniques for collecting records of results.		
18. To understand and make use of contributions of the state 4-H Specialists in helping you improve the 4-H records in your parish.		1. Arrange a conference of 4-H leaders at which time they (and you) will receive training on 4-H record keeping. 2. Check the parish 4-H record books and the project completion records and compare them with those of similar parishes.		1. State office materials and parish 4-H records.
19. To be able to identify the supporting role of the Federal Extension Service.		1. Read the suggested references to get some insight into national trends and directions in Co-operative Extension work. 2. Identify and discuss some of the channels through which Federal Extension Service serves the state. 3. Study organizational chart for F.E.S.		1. A People & a Spirit--A Report of the Joint USDA--NASU LGC Ext. Study Committee. 2. F.E.S. Organizational Chart.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
20. To understand the supporting role of parish Police Jury.		1. Discuss the Jury's sponsorship and what that means. 2. Attend Police Jury meeting.		
21. To understand and be able to explain the role of the Parish Advisory Committee and its purpose as a resource to the professional staff.		1. Attend the Parish Advisory Committee and Sub-committee sessions and write out a statement on what you perceive to be the roles performed by these groups.		
22. To understand and be able to describe the functions of the Parish HD Council and 4-H Sub-committee and Executive Committees.		1. Discuss your statement with the Parish Chairman. 2. Discuss with the Parish Chairman the steps in prior planning done before the committee meetings were held. 3. Make a tape recording of one Program Development Committee meeting and analyze the comments made by committee members themselves in the discussions. 4. Read up on group discussion techniques in preparation for analyzing the tape. 5. Prepare an article for your evaluation of the extent to which committee and council members were involved and how; indicate some areas in which you think these committees might become more of a resource to the total Parish Program.		1. Minutes of previous Parish Advisory or Sub-committee meetings. 2. Sanders, H.C. (ed.), The Cooperative Extension Service, pp 331--338. 3. "Leading A Discussion Group," University of Rhode Island, Cooperative Extension Bulletin 194. 4. "Group Discussion Meetings," by E. W. Gassie, multilithed.

Objectives of the New Worker	Com-plete	Learning Experiences	Person(s) Responsible	References
23. To be able to organize a system of 4-H Clubs in the parish.		1. Organize a 4-H Club and assist with conducting the initial meeting. 2. Organize activities and events of all parish 4-H Clubs in cooperation with school and other related officials		
24. To become aware of the process for self-evaluation.		1. Prepare a written report on the effectiveness of the induction program to your particular needs as you see them. 2. Using the work products in the guide and your reports, carefully, discuss your achievements of each objective and learning experience with your district supervisor.		
25. To become aware of additional training needs.		1. Develop a professional improvement plan based on individual background and experience, individual needs and new year's program.		

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Suggestions for Completing Certain Learning Experiences Included in the Induction Training Guide

A Supplement to *"Getting Acquainted"*

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SECTION I

Suggestions for Attaining Objectives 1 and 2 in the Training Guide

Objective 1. How to attain it.

Make appointments (or in some cases you may wish to ask the Parish Chairman to make the appointment) and call on the following individuals:

President of Police Jury; President of School Board; School Superintendent; School Supervisors; newspaper editor(s); radio and T.V. officials; Public Health doctor, nurse, and sanitarian; Public Welfare Officials; President of Farm Bureau; Chief of Police; one or more Protestant ministers; one or more Catholic priests; a store manager and a clerk; a utility official; a librarian. In conversations with them, get answers to such questions as these:

1. What changes are people in the parish currently interested in making in their community? What are people trying to do on their own, without benefit of any sort of Extension program?
2. What problems do men talk about when they are in informal groups? What problems do women talk about?
3. What do newspapers, radio or T.V., or various organizations point out as problems or concerns of the local community? What are the subjects of newspaper editorials?
4. What kind of articles does the editor want from Extension?
5. What draws a crowd in your town? What kind of thing will people go out for?

9. What questions do consumers ask store clerks and utility people most frequently?
10. What kinds of books are people borrowing from the library? and buying from bookstores?
11. What newspapers and magazines do majority of people take?
12. What do ministers, school principals and police officials say are the greatest problems in the community?
13. What do all these people think that Extension should be doing to help parish people?

Write your summary to these questions during the months that you are making the visits.

Objective 2. How to Attain It

Using references such as the U.S. Census and other published statistical information, record the following information.[1]

1. HOW MANY PEOPLE ARE THERE IN THE PARISH? WHERE ARE THEY?

(U.S. Census Report: Population)

_____ Total population

_____ Net percentage increase/decrease in population in previous 10 years

_____ Persons per square mile

_____ Percent of total population that is:

_____ urban

_____ rural non-farm

[1]Comments on the significance of the data collected draws heavily on talks made by Helen Hurd, Professor of Sociology, Rutgers University.

____ farm

____ Number of households

____ Average number of persons per households

What Does This Mean?

These data give us an insight into growing urbanization or, on the contrary, the population drain that is occurring. Urbanization generally means crowding of people into constricted space, people who jam each other in traffic, in shopping centers, in church parking lots and at work. It means less numbers concerned for and talking about farming problems and home production of consumer goods and more interested in and talking about school problems, housing problems, recreation problems, sanitation and sewage problems in areas not covered by city systems. It suggests a new look at membership of program development committees.

Draining off of population means a lack of economic opportunity, fewer working-age people to carry on services, lower educational levels, higher economic burdens on those who support the dependents, young and old.

2. HOW MOBILE ARE THEY? (U.S. CENSUS: SOCIAL AND ECONOMIC)

____ Percent foreign born

____ Percent residing in state of birth

____ Percent moved in their house in the last 10 years

____ Percent over 5 years old who are migrant

Parish

State

____ Percent workers working outside of parish of residence

What Does This Mean?

A high rate of mobility means that people lack "roots"--attachment to land, to family, and to community. Place and family status in a community, on the other hand, help keep families together and give members a sense of security.

The modern urbanized family is more apt to move about. The strong tie for them is not to land, family and places, but to the job and to the large impersonal organization which often is the employing agency. Advanced education and job opportunities require moving around. Success in business is no longer associated with family or with long establishment in a community.

The mobile family is a consuming rather than a producing family. The consuming family deals more with people as agents rather than as neighbors, friends, and relatives. They deal with personnel officers of the corporation that employs them, with the educational director of the labor union, with the appliance dealer, the store manager, the shop manager, the department store, the telephone company, or the utility service department rather than with community or family connections.

3. WHAT ABOUT AGES? (U.S. CENSUS: GENERAL POPULATION CHARACTERISTICS)

Years	Male	Pop.	Female	Pop.
Numbers	No.	% total Males	No.	% of Total Females
1-6 years	_____	_____	_____	_____
10-14 "	_____	_____	_____	_____
15-19 "	_____	_____	_____	_____
20-29 "	_____	_____	_____	_____
30-59 "	_____	_____	_____	_____
60-64 "	_____	_____	_____	_____
65 & over "	_____	_____	_____	_____

What Does This Mean?

First, it will be obvious that there are plenty of boys and girls and men and women in each age group to constitute a sizable audience for you. In fact, ten or more audience groupings can be identified with differing needs based on age and sex. In any viable area, the majority of your parish population will be in the active stage of life. Within the 18--64 year span there are the young man and woman seeking a first job, the bride to-be, the young couple, the young mother, the expanding family, the business man, the farm operator, the working woman, the middle-aged parents, the aging--to name only the major segments. We know enough of the changing physiological and psychological capacities of youth and adults to know that these changes condition personality, concepts of self, motivations and ability to adjust to environment. There are things to be learned at each of these stages of life, just as real and important to a sound Extension program and a productive America as are the scientific principles of land use, of crop and animal production, of nutrition and money management. Age groupings in your parish affect teaching results in all of the programs Extension plans.

4. WHAT ABOUT EDUCATION? (U.S. CENSUS: POPULATION)

_____ Percent 14--17 years old in school

_____ Percent 18--19 years old in school

_____ Percent 20--21 years old in school

_____ Median years of schooling completed by adults age 25 and over

_____ urban

_____ rural

_____ Percent adults who completed elementary school

_____ Percent adults who graduated from college

_____ Percent functional illiterates (adults with less than 5 years of schooling)

What Do These Data Mean?

A direct relationship exists between an adult's educational attainment, his occupation and consequently his earnings.[2] The level of education is associated with employment. A U.S. Department of Labor study of March, 1959, showed an unemployment rate of 10.0 percent for workers with under 5 years of schooling completed; a rate of 9.8 for those with 5-9 years of schooling; 4.8 percent for high school graduates; and 1.8 percent for college graduates.

Recipients of public assistance are more likely to be persons of low educational attainment, though there are exceptions, of course.

The percentage of those 16 and 17 years old who are still in school is a clue to the value people put on education. The median years of schooling and numbers reaching various school levels indicate the appropriate levels for Extension publications and other communications.

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[2]Source: U.S. Dept. of Health, Education and Welfare Bulletin, Indicators, Washington D. C., April 1962.

5. WHAT IS THE OCCUPATIONAL PICTURE? (U.S. CENSUS: SOCIAL AND ECONOMIC CHARACTERISTICS)

Occupational Group	Number of Employed	
	Males	Females
In agriculture:		
Farmers and farm managers	_____	_____
Private wage and salary workers	_____	_____
Self-employed	_____	_____
Government workers	_____	_____
In non-agricultural industry:		
Professionals and managers	_____	_____
Clerical and sales employees	_____	_____
Manual workers	_____	_____
Service and labor workers	_____	_____
Unemployed:		
Farmers and farm managers	_____	_____
Farm laborers and foremen	_____	_____
Non-agricultural occupations	_____	_____

_____ Percent of married women in labor force?

_____ Percent of married women (with children under 6) in labor force?

What Does This Mean?

In a sizable number of Louisiana parishes today, the lives of a majority of employed persons depend not on the soil, but on an employing business or firm. Agriculture is no longer the primary basis of human relationships or of social organization. In these parishes a variegated industry or trade, not land, sets the pace.

Even in the predominately agricultural parishes, the private wage and salary workers, rather than commercial farmers, are the growing portion of the population. Extension agents in parishes having a dwindling proportion of agriculturally employed or in parishes afflicted with rural lag or with sudden growth spurts, which occasion

stresses and strains on facilities, might find a ready audience for a community resource development program. In such places, as an Extension agent,you might consider how to reach owners or operators of small businesses, of recreational and resort areas or employees in various building trades, or those in service jobs. Small local institutions and governmental and educational agencies may be important collaborators with Extension personnel in such endeavors.

The family with a working mother is one in which credit and consumption buying are usually dominant interests. It is also one in which some of the "child-centeredness" of family life has had to give way to "family-centeredness." This is the family with more than usual need for training relative to the rights, privileges, obligations and responsibilities of all the members of the family group. Communities in which there are large proportions of working mothers need to give attention to the public and privately financed facilities for child care, recreation and job training.

Communities in which there are sizable proportions of unemployed or retired persons need to give attention to public and privately financed facilities and services for re-training as well as to hospital and other medical-care provisions and to facilities for low cost housing and activities.

In all Louisiana parishes, there are more youth than can be employed in farming operations; consequently, consideration of career exploration programs for high-school-age youth are critical needs.

6. WHAT ABOUT INCOMES? (U.S. CENSUS: SOCIAL AND ECONOMIC CHARACTERISTICS)

_____ Percent of families with incomes of $1,000

_____ Percent of families with incomes under $3,000

_____ Percent of families with incomes of $10,000 or over

_____ Median income of farmers and farm managers

_____ Median income of farm laborers

_____ Median income of all families in parish

_____ Average value of farm products sold per farm

_____ Percent of class VI farms (commercial farms having less than $3,000 sales)

What Does This Mean?

These figures should cause us to look hard at the changes in farm and family hiring practices that we will be proposing. They make us question whether or not Extension's upper-middle class status has made us pitch the Extension program at an inappropriate economic level. As economists point out, "a family with income (after taxes) of $4,000 or less is obliged to spend virtually all of its income on the necessities of food, clothing, shelter, transportation, and medical care. As family incomes increase above the $4,000 mark, the number of options in possible consumer expenditure increases rapidly." [3]

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[3] Bangs, Robert. Economic Prospects for the 1960's. Federal Reserve System. April, 1962.

As incomes drop below the $4,000 level per family, there is critical need for programs that help low-income youths: a) to increase their respect for the usefulness of knowledge and skill; b) to become aware that, as members of society, they have privileges and responsibilities toward the common welfare and toward the general economic growth of our country; and c) to realize that their future depends on themselves and is not to be left to chance or to someone else.

7. WHAT ABOUT THE FARM SITUATION? (U.S. CENSUS: AGRICULTURE)

_____ Number of farms

_____ Number of commercial farmers

_____ Number of part-time farmers

_____ Number of part retirement farmers

_____ Number of farms operated by non-residents

_____ Proportion of land in farms

_____ Average size of farms

_____ Average value of land and buildings

_____ No. of farms on dirt or unimproved roads

_____ No. of farms located 5 or more miles from hard-surfaced road

_____ No. of farms with telephones

_____ Number of farms producing _____ (major enterprise)

_____ Number of farms producing _____ (major enterprise)

_____ Number of farms producing _____ (major enterprise)

_____ Number of farms producing _____ (major enterprise)

_____ Cash farm income from _____
(major enterprise)

_____ Cash farm income from _____
(major enterprise)

_____ Cash farm income from _____
(major enterprise)

_____ Cash farm income from _____
(major enterprise)

What Does This Mean?

The four types of farmers--full-time (commercial), part-time, part retirement, non-resident--constitute four different farm audiences with considerably different ways of viewing the feasibility of practices. For example, part-time farmers are generally interested in credit, management, and information on new enterprises. They have more interest and are interested in establishing and using public and private recreational facilities. Their small scale operations on the farm may cause them to question recommended practices that involve much equipment and labor.

With all the urbanization in the majority of Louisiana parishes, there is still a good deal of isolation. As business and social contacts become more infrequent, interest in education and tendency to change lessens. The hard-to-reach are the ones which agents and planning committees are generally least conscious of and the ones most in need of personal contacts.

There is available in the census much more data relative to farm enterprises and equipment than mentioned in this study guide. The very volume of it makes it necessary to leave it out of the general

picture included here.

8. WHAT ABOUT THE HOME SITUATION? (U.S. CENSUS: SOCIAL AND ECONOMIC CHARACTERISTICS--HOUSING)

_____ Population per household

_____ Percent married couples without own households

Number housing units:

_____ dilapidated

_____ deteriorating

_____ with no piped water

_____ with no bathtub or shower

_____ Percent of occupied houses that are owner occupied

What Does This Mean?

Depending on their number, the housing units needing improvements would suggest an opportunity for working with an audience having this interest. Census data will help you identify the nature and location of the most essential improvements. Labor costs being what they are, "do-it-yourself" and other minimum cost projects might well be considered in most parishes.

The size of the household has implications for family relations. As Helen Hurd points out:

"Gone from the smaller families are aunts, uncles, grandparents, and assorted 'kissing kin'... As the family becomes smaller in size, the relationship among the members becomes limited to fewer people and are thus intensified. If the family experience involves difficulties, the impact upon each individual will be more intense than if there were many relatives around to share the problem and help in the solution...

The small family sends its members to outsiders, as teachers, doctors, psychiatrists, and marriage counsellors will attest. It also seeks practical help from outsiders--help in meal planning, home nursing, recreation, baby care, budgeting, and numerous other family and personal problems as Extension people well know.

Having procured the data suggested for attaining Objective 2, study the data for your parish and then discuss with the parish chairman and other agents, questions such as these:

1. What types of persons call into the agent's office or visit it most frequently? What kinds of questions do these people ask?

2. Is anything being done in the 4-H program to help farm-reared youth see the possibilities of employment in agri-business or other non-farm occupations?

3. What new audience groups has the parish program included in the past 2--3 years, if any? Which ones would the staff like to involve in the program if they had the resources and the appropriate information?

4. What differences in interests and recognized problems have the agents observed among the lower, middle and upper income families in the parish?

5. On what types of activities do parish agents work with the other organizations? What kind of communications system is there?

6. Recognizing that the Extension Service cannot assume the task of primary action agency in correcting all the economic and social ills in the parish, with what other local institutions, organizations, or agencies should they try to work more closely than at present?

SECTION II

Suggestions for Making a Survey of Parish Leaders in an Effort to Attain Objective 3.

How to Do It?

Make an appointment with the parish staff and one or more of the District Program Specialists for the purpose of working out a plan to survey a sample of parish leaders. Utilize such questions as are indicated below:

Example: Survey Questions

1. Name of local leader _____.

2. Check type of leader service presently rendered and rendered in previous years:

	Present Year	Earlier Year(s)
a. Program Planning Committee Member	_____	_____
b. Program Planning Sub-Committee Member	_____	_____
c. Organizational leader (adult group)	_____	_____
d. Organizational leader (4-H)	_____	_____
e. Project Leader HDC	_____	_____
f. Project Leader 4-H	_____	_____
g. Junior 4-H Leader	_____	_____
h. Leader Agri-commodity Group	_____	_____
i. Other (specify)	_____	_____

3. Which of following persons visited your home last year to discuss anything about your Extension leadership responsibilities (check as many as apply):

a. Neighbors _____
b. Other Extension leaders _____
c. State Extension personnel _____
d. Parish agent(s) _____
e. Others (specify) _____
f. None of the above _____

4. Which of the following things did you do (one or more times) in order to become informed about the leadership responsibilities you have assumed? (Check as many as apply):

		Present Year	Earlier Year(s)
a.	Read bulletins, circulars provided me	_____	_____
b.	Requested help of other leaders	_____	_____
c.	Requested visit from agent	_____	_____
d.	Called at agent's office	_____	_____
e.	Telephoned agent's office	_____	_____
f.	Attended parish leadership training meetings	_____	_____
g.	Attended district or state Extension leader conferences	_____	_____
h.	Assisted with parish or state Achievement Day or other special events	_____	_____
i.	Participated in planning meetings	_____	_____
j.	Other (specify)	_____	_____

5. Kinds of participation

Check the statements (one or more than one) which represent your thinking about the phases in which you took part during the past year.

	Did you take part in this phase of Extension work during the last year?		It is an important part of a good Extension program.	I wouldn't care if it were discontinued as part of the program.	It taught me much that I can put to use in my life.	I did it only because I was expected to do it.	I don't think it was worth the time and effort.	It deserves more time and effort than was given to it.	I enjoyed it--it was very pleasant.	It was painful to learn.
	Yes	No	A	B	C	D	E	F	G	H
a) Getting acquainted with my duties										
b) Studying Extension instructions										
c) Committee work										
d) Keeping records										
e) Teaching others to keep records										
f) Participating in judging scoring										
g) Giving demonstrations or talks										
h) Preparing for meetings and special events										
i) Other (specify)										

6. What of this year's Extension program activities do you think have been the most valuable? _____

_____

7. What of this year's Extension program activities do you think have been the least valuable? _____

_____

8. What things that are not in the program would you like to have included? _____

_____

9. What things included in last year's Extension program do you think should be left out? _____

_____

10. What, if anything, do you think Extension should do to expand 4-H opportunities to rural disadvantaged and urban youth?

_____

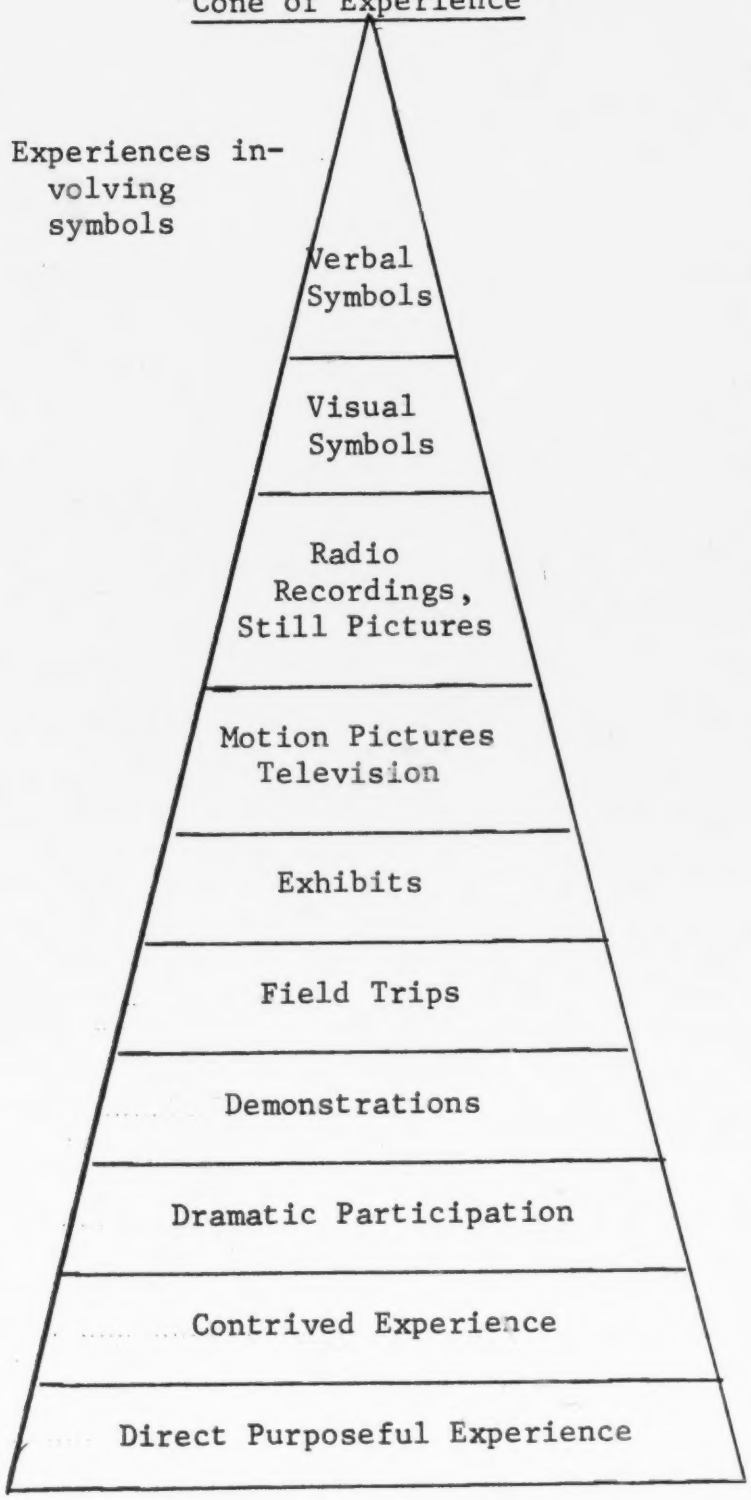
_____

On completing this survey and other learning experiences, write up a summary of what you have learned. Give stress to what you think you can do to implement improvements.

SECTION III

Dale's "Cone of Experience" gives a graphic presentation of channels of communication arranged in the descending order of abstractness.

"Cone of Experience"[4]


Experiences involving symbols
Verbal Symbols
Telling about reality--reading, speaking, or writing.
Visual Symbols
Seeing representations of reality--charts, maps, or graphs.
Radio Recordings, Still Pictures
Experience only through one sense--seeing or hearing.
Motion Pictures Television
Seeing action pictures of real situations usually with sound.
Exhibits
Seeing a "man-made" representation of an experience.
Field Trips
Seeing other people doing things.
Demonstrations
Seeing how things are done.
Dramatic Participation
Actual role playing in skits, plays, mock trials, etc.
Contrived Experience
Using working models, makeups, and specimans.
Direct Purposeful Experience
Doing the job.

The higher you go on the scale, the more abstract communication will be; the lower you go on the scale, the more people will readily learn from the communication.

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[4]A term used and explained in Dale, Edgar. Audio Visual Methods in Teaching (N.Y.: Holt, Rinehart and Winston) 1965.

SECTION IV
FOG INDEX[5]
Readability Appraisal

Item: _____

Text Scored: _____

1. NUMBER OF WORDS . . . . . _____
(Do not count words in headings unless continuous with text. Treat as one word: hyphenated words, numbers, abbreviations, and other symbols.)

2. NUMBER OF SENTENCES . . . . . _____
(Count units which end in a period or question mark. In vertical listings count the introduction and each item as a separate sentence, regardless of punctuation used.)

3. AVERAGE NUMBER OF WORDS PER SENTENCE . . . . . _____
(Item 1 divided by item 2.)

4. NUMBER OF HARD WORDS . . . . . _____
(Treat as hard words all words of 3 or more syllables, abbreviations and symbols. Do not count capitalized words, unless symbolized or abbreviated.

5. PERCENT OF HARD WORDS . . . . . _____
(Item 4 divided by item 1.)

6. SUM OF WORD AVERAGE AND HARD WORD PERCENT . . . . . _____
(Item 4 divided by item 1.)

7. FOG INDEX . . . . . _____
(Item 6 multiplied by 0.4)

The FOG INDEX measures readability of a given text in terms of years of schooling needed to read it with ease. A Fog Index of 12 is a desired standard for Government administrative writing

COMMENTS:

DATE REVIEWER

[5]This form is based on Robert Gunning's Fog Index Formula, from "The Technique of Clear Writing," McGraw-Hill Book, Co., Inc.

HOW TO USE THE FOG INDEX:

(a) "ITEM"--Insert the name or title of the document being appraised, such as a directive, a letter, or a report.

(b) "TEXT SCORED"--Insert a description of the exact unit of text chosen, such as a paragraph, a page, or other unit. Choose a sample of text with at least 100 words for long documents. Analyze short documents (one-half page or less) completely.

(c) Follow the seven steps listed on the front of the form. Record the product of each step, including the Fog Index.

(d) "COMMENTS," "DATE," AND "REVIEWER"--Complete and use the Readability Appraisal as desired or as your agency directs.

HOW TO LOWER THE FOG INDEX:

(a) Use simple words.

(b) Write in the active voice.

(c) Write short sentences.

(d) Limit sentences to one thought.

(e) Cut useless words and information.

The Fog Index does not tell how to simplify writing; it merely signals when it is needed. Do not seek a low Fog Index at the expense of soundness and clarity. Get the lowest Index you can, consistent with your writing goal.

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